

*Differentiated*

GRADE  
**2**

# HOME LEARNING

Reading & ELA

# 3 WEEKS

OF READING, WRITING, AND GRAMMAR LESSONS

# FREE!

BY: *Teaching and Tapes*





## How the Snow Led to Basketball

A

Have you ever been stuck inside and not able to go out and play? What did you do?

B

Well, this happened to James Naismith, and he invented the game of basketball. In 1891, James Naismith was working as a PE teacher. It was a cold winter, and his students were bored and wanted to play a game. They were not able to go outside because it was so cold and snowy.

C

Mr. Naismith's boss asked him to make up a game that the students could play inside in the winter. Mr. Naismith was creative, and he liked to think of new ideas. He got a soccer ball and two peach baskets and went to the gym. He hung up the two baskets. Then he explained the rules to the kids. That was the first basketball game!

D

Mr. Naismith made 13 rules for basketball. The players could dribble and bounce the ball, but they could not move while holding the ball still. They could only use their hands, not their feet or heads. Players could not trip or hit other players, or they would get fouls. They could pass the ball to other players or throw it into the basket. Each time they threw it into the basket, it counted as a point. Players had to climb up a ladder to get the ball from the basket after every point.

E

Two years later, Mr. Naismith traded the peach baskets with baskets that were almost like the basketball baskets we see today. This was a big change because the old ones were closed nets. That meant that players still had to climb up a ladder and get the ball after every basket. This new equipment change allowed the game to be restarted much faster.

F

Basketball is still a very popular sport today. Kids play basketball all over the world. It is still a great game to play inside when it is snowing!

1. Write three questions in which the answers could be found in the text.

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2.  What was James Naismith like?

3.  What supplies did James Naismith use in the first basketball game?

4.  Why did James Naismith invent a new game?

5. How was the first game of basketball different from how we play basketball today?

Complete Sentences	Cite the Evidence	Restate the Question
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6. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

7. Underline three important words in the text.

8. Summarize how basketball was invented.

Complete Sentences	Cite the Evidence	Restate the Question
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Write about the perfect spring day from morning until night.  
Include at least four sentences.

[illegible]

## My Fish Spike

A

My family has a big fish tank in the front room. It is really long and tall. Inside the tank, we have fish and plants. There are different kinds of fish. Some are fast swimmers, and some are slow. One of the fish hides under the rocks on the bottom. He is really shy. When we first got him, I searched every morning for his hiding spots. I could sometimes find him by watching for the tiny bubbles he blew. I followed the bubbles down to the bottom and looked for his eyes to move. My sister Emma named him Dusty. When he moves around, the sand stirs up in the water like dust in the air.

B

Last month, we got a new fish from the store. My mom let me pick him out. He is a lionfish, and I named him Spike. His fins stick out like spikes all around his body. I think he looks like a porcupine.

C

The first day he came home to our tank, he hid behind a rock. I asked my mom if Spike was sick, but she said, "He is just being shy. It is his first day in a new home." The next day, he came out and started swimming all around. I learned how to feed Spike, and I liked to watch him eat. He is a really fast swimmer.

D

One day, I asked my mom, "Is Spike ever sad that he is the only lionfish in our tank? Does he miss his family at the fish store?" She told me that he was born in the ocean. He moved to the fish store before coming to live at our house. I know where the ocean is. We go there on the weekends when it is sunny. Emma and I build big sandcastles and play ball. I have been there many times, but I have never seen a fish like Spike.

E

Last weekend, we went to the beach. I asked my mom if I could bring Spike. I could fill the ice box with water for the ride. Spike could then visit his friends at the ocean. Mom said that the water is much too cold at our beach. Spike is from a warm part of the ocean that is far away. I don't like swimming in cold water.

F

Our fish tank is warm like the ocean Spike is from. When we came home from the beach, I told Spike about our day. He is always happy to see me and swims fast around his warm home.

1. Write five questions in which the answers could be found in the story.

**WHO** \_\_\_\_\_?

**WHAT** \_\_\_\_\_?


**WHERE** \_\_\_\_\_?

**WHY** \_\_\_\_\_?

**HOW** \_\_\_\_\_?

2.  When did the boy get a new fish named Spike?

3.  What does Spike look like?

4.  Why is a fish tank a better home for Spike instead of the ocean by the boy's home?

5. Write 1-3 words that sum up the topics of the following paragraphs:

A. \_\_\_\_\_ C. \_\_\_\_\_

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## PAST TENSE VERBS

Put the word that completes each phrase on the line. If you need a little hint, all of the words are included in the word box, but not all words from the word box are used.

had fell forgot brought ran lost knew opened cleaned  
got sold washed asked played pushed jumped folded found  
knocked hid brushed stomped thought kicked told paid

Today I **jump**. Yesterday I \_\_\_\_\_.

Today I **clean**. Yesterday I \_\_\_\_\_.

Today I **find**. Yesterday I \_\_\_\_\_.

Today I **fold**. Yesterday I \_\_\_\_\_.

Today I **think**. Yesterday I \_\_\_\_\_.

Today I **have**. Yesterday I \_\_\_\_\_.

Today I **tell**. Yesterday I \_\_\_\_\_.

Today I **stomp**. Yesterday I \_\_\_\_\_.

Today I **lose**. Yesterday I \_\_\_\_\_.

Today I **push**. Yesterday I \_\_\_\_\_.

Today I **get**. Yesterday I \_\_\_\_\_.

Today I **run**. Yesterday I \_\_\_\_\_.

Today I **sell**. Yesterday I \_\_\_\_\_.



## Does the Five-Second Rule Work?

A

Have you ever heard of the five-second rule? Some people think that if you drop food on the floor, you can eat it safely if you pick it up quickly. They say that you have five seconds to pick it up before the germs stick. Do you think this is true? Let us see what science has to say.

B

Germs can live on everything. Ten years ago, scientists put a germ that causes serious sickness on a surface similar to a kitchen counter. A month after they put the germ on the surface, they put a piece of food on the counter surface. They picked up the food in five seconds. They found out that the germ stuck to the food instantly! Does that mean that the five-second rule does not work?

C

A TV show called *Myth Busters* wanted to know if the five-second rule was safe. What they found was scary. A piece of candy quickly dropped on the floor for only a second can pick up 8,000 different types of germs!

D

Scientists in Arizona wanted to find out what was on the bottom of shoes. Why do you think they wanted to learn what was on the bottom of shoes? They wanted to know what kinds of germs stick to shoes. They found out that very small pieces of poop are on the bottoms of nearly everyone's shoes! Remember, even if the floor looks clean, very small germs from your shoes are on the floor.

E

The best rule is to always throw away any food or candy that drops on the floor. People sometimes say, "It's better to be safe than sorry." That old saying is much better to follow than the five-second rule. What do you think?



1. Write 1-3 WORDS that describe the main topic of the text. \_\_\_\_\_

2 Write ONE sentence that tells the main idea of the text.

Complete Sentences	Cite the Evidence	Restate the Question
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3. Underline a sentence in the text that supports the main idea. Explain how this sentence supports the main idea.

Complete Sentences	Cite the Evidence	Restate the Question
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4. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

D. \_\_\_\_\_ E. \_\_\_\_\_

5. Do you think you should eat a piece of candy that fell on the floor? Why or why not?

Complete Sentences	Cite the Evidence	Restate the Question
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## NOUN SEARCH!

Choose a book and find 14 different nouns (person, place, thing, or animal). Write the nouns in the space below.

Book Title:

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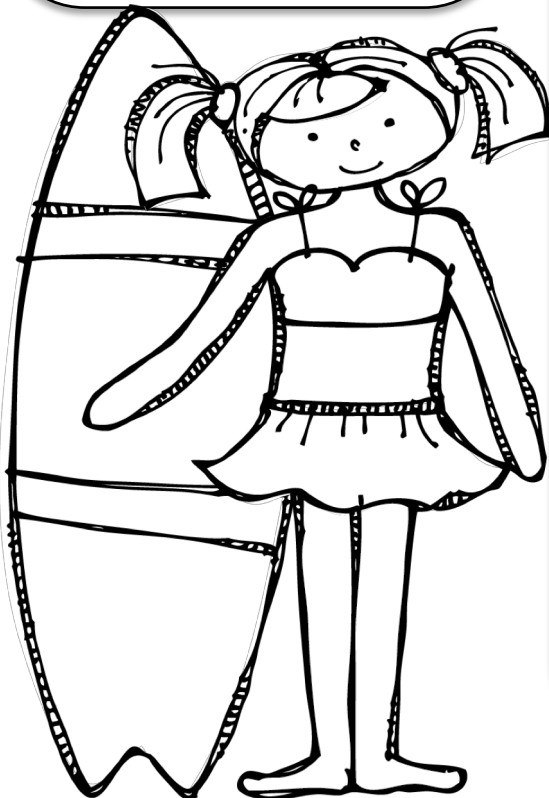
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Author:

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

## The Golden Fish

A

Long ago, there lived an old man and a woman. They lived in an old hut made of logs. It was a simple home because they never had much extra money, but they were very happy living there. The old man caught fish in his net, and the old woman cooked them.

B

One day, the old man went fishing as he always did. He fished all day and caught nothing. He got tired and wanted to give up. He threw his net for the last time and began to pull. He caught something very heavy. He finally wrestled the net to the shore. Inside, he found a beautiful golden fish. The old man took the fish in his hands. The golden fish looked at him and spoke. It said, "Throw me back into the sea, and I will grant you a wish."

C

The old man threw the fish back into the sea. The fish looked at him again and waited for the man to make his wish. The old man could not think of a single thing he wanted because he was already happy. He went back to his small hut. His wife was angry that he did not bring any fish. He told her the story about the golden fish. She demanded that he go back to find the fish and ask for a newer and bigger house.

D

When he went back, the fish appeared and granted his wish. He went back to the hut, which was now a big fancy house. His wife was excited, but she demanded that he go back again and ask the fish for a mountain of money. He went back to the fish. The fish again granted his wish. The old man went back to his fancy house and found a giant pile of money waiting for him.

E

This time, his wife wanted servants. The old man did not want to keep asking for more, but he obeyed his wife. This time, the fish did not come. Instead, a dark storm appeared. The old man went back and saw his old hut. His wife was in old clothes. He became happy. They began to live again as they used to live. His wife never wanted more than what she had again.

1. Describe the old man's character.

2. Describe the old woman's character.

3. Describe the setting of this fable.

4. What is the central message, lesson, or moral of this story?

5. Write 1-3 words that sum up the topics of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## REFLEXIVE PRONOUNS

Complete the sentence using a word from the word box.

you	ourselves	yourselves	it	himself
she	itself	myself	he	themselves
				I

1. I know how to make fruit salad all by \_\_\_\_\_.
2. My brother prefers to surf by \_\_\_\_\_.
3. \_\_\_\_\_ knows how to braid her hair by herself.
4. "Keep your hands to \_\_\_\_\_" said the lifeguard to the kids.
5. Sometimes my computer turns \_\_\_\_\_ off.
6. \_\_\_\_\_ knows how to tie his own shoes.
7. We prefer to walk \_\_\_\_\_ to the beach without the parents.
8. \_\_\_\_\_ know how to choose a good book by myself.
9. I think \_\_\_\_\_ are good at reading to yourself.
10. My sisters locked \_\_\_\_\_ in the bathroom by mistake.
11. \_\_\_\_\_ fell off the table all by itself.

## Where Did Potato Chips Come From?

A

Potato chips come in many different flavors and styles. Some are wavy. Others are smooth. Some are big, while others are broken into small pieces. There are even some that come in long tubes. No matter their size, shape, or flavor, I bet you have your favorite!

B

Where did these thin, crunchy, and crispy snack favorites really come from? They actually started off as French fries! French fries were a favorite food for many people, as they still are today. For a chef by the name of George Crum, they were something that he was really good at cooking.

C

One day, Chef Crum made a plate of French fries for a group of hungry people dining at his restaurant. One man didn't like the way they were made. He said that they were too thick, so he asked the waiter to take them back.

D

Chef Crum made a new plate of French fries. This time, they were thinner. The man who ordered them was still not happy or content. He said that they were still too thick and too soft. Once again, the waiter took them back.

E


Chef Crum was not happy that the man did not like his French fries. Everyone else loved them! Chef Crum decided that he was going to show this man that he could make really thin slices of potatoes that were really hard and crunchy. He was going to make sure that the man wouldn't complain that they were too thick or too soft.

F

Chef Crum sliced the potatoes as thin as he could and then fried them in oil until they were very crunchy. He had the waiter take these to the man. Chef Crum didn't expect the man to like them, but he was wrong. The man loved them! In fact, he enjoyed them so much that he let others around taste them. Soon, everyone in the restaurant was asking for these newly made potatoes.! This was how potato chips were invented.

1. List the steps that led to the invention of potato chips.

“...Chef Crum made a plate of French fries...”

2.  Color the sentence in paragraph F that summarizes the step of how the French fry became more like a potato chip.

3. Explain why you chose this sentence.

4. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

5. Underline three important words in the text.

6. Summarize how French fries led to potato chips.

Complete Sentences	Cite the Evidence	Restate the Question
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[illegible]





## Sneaky Bart

A

Emily's family moved into their home just one year ago. One of the first people she met was Mrs. Smith. Actually, she first met Mrs. Smith's dog. The dog's name was Bart. She met him when she found him sniffing around in her yard. Right then, she spotted Mrs. Smith walking down the street. She had a bowl of dog food in her hand. Bart loved the treats and ran right over to Mrs. Smith. Soon, Bart was back in Mrs. Smith's yard. Emily then became friends with Mrs. Smith.

B

Bart was a nice dog, but he sometimes liked to sneak away from the yard. When Emily was playing with Bart, Mrs. Smith said, "Now keep an eye on him." Mrs. Smith did not want Bart to run away again. She told Emily to always be sure that the gate was shut tight.

C

One day after visiting Mrs. Smith, Emily had to run home. She was late for her piano lessons. As she ran out of the yard, she rushed through the gate. As she passed through, she heard the gate slam shut. She was sure that the gate had latched tight.

D

Emily came home from her lesson later that evening. To Emily's surprise, Bart was in her yard, not Mrs. Smith's yard. Emily realized that Bart had snuck out of his yard again. This meant that Emily had not actually latched the gate tightly. Emily knew that Mrs. Smith would be very worried about Bart.

E

Emily quickly walked Bart back over to Mrs. Smith's yard. As she walked down the street, she saw Mrs. Smith. She was walking up the street with a dog bowl in her hand. She had been looking for Bart.

F

Emily told Mrs. Smith that she was very sorry. Emily told her that she had rushed out of the yard. She knew that she had not checked the gate as she should have. She apologized for letting Bart get out of the yard.

G


Mrs. Smith wasn't too upset. She knew that Emily had learned her lesson. Emily thanked Mrs. Smith for being her friend. It was soon time for Emily to return home. She said goodbye and left Mrs. Smith's yard. This time, she checked the gate latch to be sure that it was locked tight.

1. Describe the main event that happened in this story.

2.  Color the text that tells about this main event.

3. Describe how Emily reacted to this event.

5. Describe how Mrs. Smith reacted to this event.

4.  Color the text that tells how Emily reacted.

6.  Color the text that tells how Mrs. Smith reacted.

7. Write 1-3 words that sum up the topics of the following paragraphs:

B. \_\_\_\_\_ D. \_\_\_\_\_

8. Underline three important words in the text.

9. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## VERB SEARCH!

Choose a book and find 14 different verbs (action words). Write the verbs in the space below.

Book Title:

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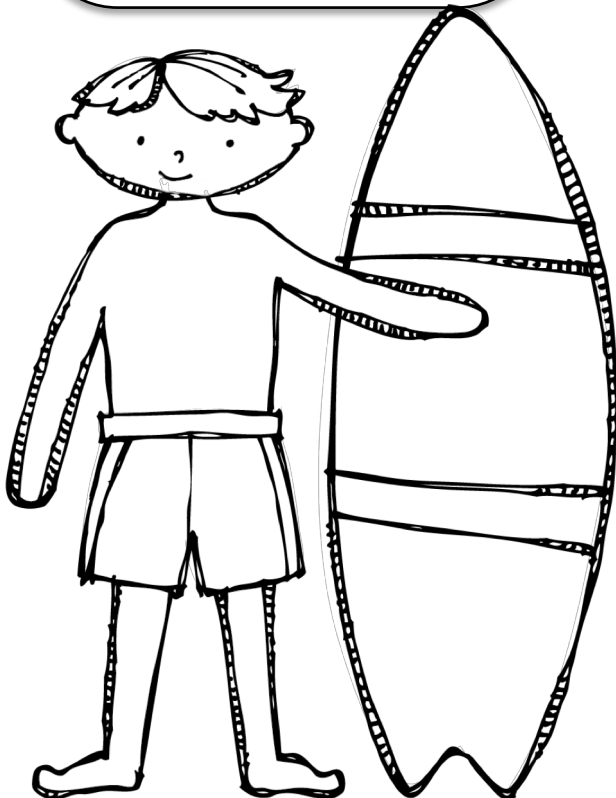
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Author:

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1. \_\_\_\_\_

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11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

## The Moon's Phases

A

Every night, the Moon appears in the sky. It is always there, but we can only see it in the dark. The Moon always seems to be a different shape! This is called the lunar phase. The lunar phase is how much of the Moon you can see.



B

The part of the Moon that we can see is from the Sun's light reflecting off of it. Because of gravity, the same side of the Moon always faces Earth. As the Moon moves around Earth, we can see more of the face of the Moon.

C

A moon phase lasts 29 days. It starts when you cannot see the Moon in the sky. This is called the new moon. You cannot see the new moon because the Sun is on the other side of it. The side that does not face Earth gets all of the sunlight. We cannot see that side, so the Moon appears dark to us. After the new moon comes the crescent moon. That is when just a small part of the Moon is visible, and it looks like the mouth on a smiley face. Then comes the quarter moon, in which half of the Moon is light, and half of it is dark. When most of the Moon is light but some of it is dark, it is called the gibbous moon. At last, there is the full moon, in which all of it looks light to us.

D

After the full moon, it starts getting smaller again. This is called waning. It goes through the gibbous, quarter, and crescent stages. At last, it reaches the new moon phase again, and it starts all over. In one lunar phase, the Moon has traveled all the way around Earth!

E

The Moon has been very important throughout history. Native Americans used the lunar phases as an instrument, or tool, to keep track of time. Some of the world's oldest calendars used the lunar phases. Explorers used the Moon to help them navigate because it showed them what direction they were going.

F

The Moon is fascinating! Do you agree?

1. Use the text to find and explain the meanings of the following words and phrases.  
 Step 1: Underline the text that helps you understand the meanings.  
 Step 2: Explain the meanings in your own words.

Paragraph A <u>appears</u>	
Paragraph A <u>lunar phase</u>	
Paragraph C <u>new moon</u>	
Paragraph C <u>crescent moon</u>	
Paragraph C <u>gibbous moon</u>	
Paragraph D <u>waning</u>	
Paragraph E <u>instrument</u>	

2. Write ONE word to summarize each of the following paragraphs:

C. \_\_\_\_\_ D. \_\_\_\_\_

3. Underline three important words in the text.

4. Summarize what you know about the lunar phases.

Complete Sentences	Cite the Evidence	Restate the Question
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# CONTEXT CLUES

The following stories have make-believe words. Use the clues in the sentence to figure out the meaning of the make-believe word.

<p>Last summer I went to the beach with my grandma. She loves to look for <u>snarples</u> hidden in the sand. Her favorite kind of <u>snarples</u> are the ones that have no broken pieces. The coolest <u>snarples</u> I found still had a small crab living inside. I left that <u>snarples</u> on the beach instead of putting it in my collection.</p>	<p>What do you think <u>snarples</u> are?</p> <p>_____</p> <p>What words help you figure out the meaning of the word <u>snarples</u>?</p> <p>_____</p> <p>_____</p>
<p>It was the hottest day of the summer so Lucy and Susie decided to sell some refreshing <u>blarling</u> on the street outside their house. They sold cups of the ice cold <u>blarling</u> outside their house. Susie picked fresh fruit from a tree in her yard and Lucy was in charge of getting ice from her house. The drink was a little sour, so they had to add some sugar.</p>	<p>What do you think <u>blarling</u> is?</p> <p>_____</p> <p>What words help you figure out the meaning of the word <u>blarling</u>?</p> <p>_____</p> <p>_____</p>
<p>"Don't forget to put some <u>clinket</u> on before you go outside" said Claudio's mother. Claudio did not like to wear <u>clinket</u> because the lotion sometimes gets in his eyes and stings. But, <u>clinket</u> is important so that you do not get a sunburn so he rubs it all over his skin. Claudio had a painful sunburn last summer so now he has learned his lesson and wears <u>clinket</u> whenever he is playing in the sun.</p>	<p>What do you think <u>clinket</u> are?</p> <p>_____</p> <p>What words help you figure out the meaning of the word <u>clinket</u>?</p> <p>_____</p> <p>_____</p>

## Among the Trees

A

Bryce liked to go hiking in the woods. His family lived next to the forest. Since he was twelve, his parents let him go into the woods by himself. He was only allowed to go out during the day, and he had to come home every few hours.

B

One day, Bryce went out to explore early in the morning. His mom told him to be home by lunch. Filled with adventure, he climbed over his backyard fence. As he landed on the soft soil beyond the fence, the forest appeared mysterious.

C

Carefully, he walked between ferns, flowers, and bushes. Towering high above him were giant fir trees. Bryce used his hands to push branches aside as he explored deep into the woods. There were bushes so thick that he could not always see the ground beneath him. Still, Bryce pushed his way deeper.

D

When lunchtime came, Bryce did not return to his home. After fifteen minutes, his mother was angry. After thirty minutes, her anger turned to fear. She wondered if something had happened to her son. An hour went by, and she could not handle the unknown. Bryce's mother called her husband and the neighbors for help.

E

Meanwhile, Bryce had tripped over a log that had been hidden beneath some bushes. He broke his ankle and fell down a steep hillside. A pain that was hot, sharp, and deep came from his ankle. The ankle quickly began to swell, and he could not stand or walk. Bryce screamed out in pain and began to cry. After a few minutes, he took a deep breath and remembered that his parents had taught him how to survive. Bryce crawled to a nearby tree. He began constructing a fort and gathering firewood for the night. He fell asleep in the fort.


F

Bryce awoke to the sound of whistle blasts and people shouting his name. Painfully, he crawled out of the shelter and stood up on one foot. He started yelling, and rescuers found him among the trees. He was cold, wet, and injured. When the rescuers brought him home, his family celebrated with joy. Bryce was so thankful to be safely home with his family.


1. Describe the main event or challenge in this story.

2.  Color the text that tells about this main event.

3. Describe how Bryce reacted to this main event or challenge.

3.  Color the text that tells how Bryce reacted.

4. Describe how Bryce's family reacted to this main event or challenge.

6.  Color the text that tells how his family reacted.

7. Write 1-3 words that sum up the topics of the following paragraphs:

C. \_\_\_\_\_ D. \_\_\_\_\_

8. Underline three important words in the text.

9. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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# PREFIXES

Compare the two words. How did the meaning of the word change when the prefix was added?

<b>fair</b>	<b>unfair</b>	How did adding "UN" change the meaning of the word?
<b>build</b>	<b>rebuild</b>	How did adding "RE" change the meaning of the word?
<b>connect</b>	<b>disconnect</b>	How did adding "DIS" change the meaning of the word?
<b>understand</b>	<b>misunderstand</b>	How did adding "MIS" change the meaning of the word?

# Fantastic Fossils

## What Are Fossils?

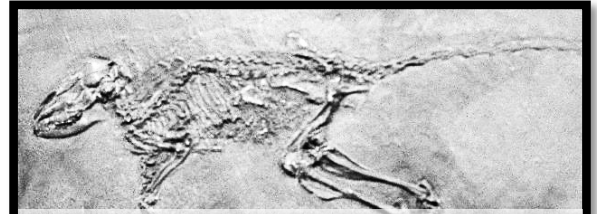
Fossils are an excellent way to see some of Earth's history. They are the remains or impressions left by plants or animals that lived a very long time ago. A fossil may be a footprint, a skeleton, or an impression in a rock. Fossils can also be bones, teeth, or shells that have turned to rock. The fossil may look a lot like it did when the plant or animal was alive, but it has now changed to rock!

## Dinosaur Fossils

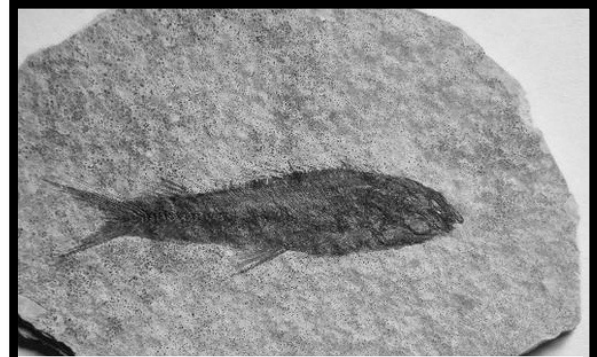
Scientists have learned most of what they know about dinosaurs from their fossils. Dinosaur fossils have been found on every continent of Earth (even Antarctica). This tells us that they were inhabitants everywhere. Over 1,000 different species of dinosaurs have been named, and more continue to be named as more fossils are discovered. Paleontologists study the fossil remains of extinct animals. After finding a clue, such as a bone, a great amount of time is spent carefully digging. Paleontologists then study their findings carefully in labs.

## What Can Fossils Tell Us?

Scientists compare fossils to animals and plants that are alive today. This helps them learn about extinct animals and plants. This would be impossible without fossils. Fossils can show the sizes of animals. They can also show what the animals ate and how they lived.



Fossil of a Macrocranium Found in Germany, About the Size of a Hand



A Fossil Impression of a Fish

## Vocabulary

**inhabitant** – a person or animal that lives or occupies a place

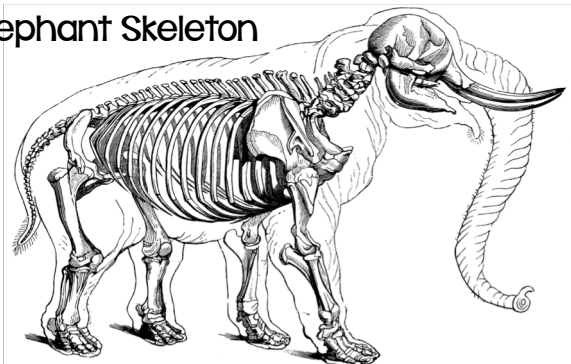
**impression** – a mark pressed down on a surface

**paleontologist** – a scientist who studies dinosaur fossils



Paleontologists study this fossil of an extinct woolly mammoth.


## Elephant Skeleton



How might an elephant be similar to an extinct Woolly Mammoth?

1. What are three text features used in the passage? Describe how these text features can help the reader better understand the text.


Name of Text Feature	How does this text feature help the reader better understand the text?
1.	
2.	
3.	

2.  Color the photo captions. Explain what information you find in the photos and photo captions that CANNOT be found in the text.

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3.  Color all parts in the text that talk about what a paleontologist is. Explain what it is in your own words.

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4. Underline three important words in the text.

5. Summarize what you learned about fossils.

Complete Sentences	Cite the Evidence	Restate the Question
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# ROOT WORDS

All of the words below have a "root word". Write the root word.  
For example, in uncomfortable - "comfort" is the root word.

additional	
carefully	
unhappy	
unsuitable	
faithful	
precaution	
freezer	

Take a look at these "root words". How many new words can you "grow" from each root word?  
For example, from **light** you can grow **lighter** and **lightest**.

love	
dark	
great	
big	

## First Day at a New School

A

It was the first day at a new school for Alice. She had only been at one school before, and she missed all of the friends she had left there. Alice had to move because her father got a new job. The city was much larger and much louder than where they had lived before. Alice found it difficult to sleep at night with the noise of cars and fire trucks.

B

Her mother had made her special banana pancakes for the big day. This was Alice's favorite breakfast, but she just stared at the plate. "What are you worried about?" her mother asked.

C

"They will not like me," said Alice.

D

Her mother helped her put on her coat and gave her a hug. Alice's school was a twenty-minute walk from her house. Her mother held her hand all the way to the front door of the school. It was much bigger than the one that Alice had gone to before. They both knew that it was time to go in.

E

"Just be yourself, honey, and everything will be fine," her mother said. Alice opened the door and went into her new school.

F

Alice's new teacher, Mrs. Winters, was waiting for her in the hall. Mrs. Winters brought Alice into the classroom and showed her which cubby she could use for her things. Next, Mrs. Winters showed Alice her new seat by the windows. Alice felt all of the children staring at her. She stared at her fingers until Mrs. Winters began the lesson for the day. At break time, Alice stayed at her desk while the other students played.

G

A red-headed girl came up to Alice. "I'm Julie. Do you want to play blocks with me?" she asked. This took Alice by surprise, but after only 20 minutes, they seemed like old friends. Julie and Alice quickly became inseparable and were always together. With Julie as a friend, Alice was never scared of school again.

1. Circle the BEGINNING of the story.
2. Describe how the author introduces the beginning of the story.

3. Describe what happens in the middle of the story.

4. Circle the ENDING of the story.
5. Describe how the author concludes the story.

6. Write 1-3 words that sum up the topics of the following paragraphs:

A. \_\_\_\_\_ G. \_\_\_\_\_

7. Underline three important words in the text.

8. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## **IF I COULD GO ANYWHERE...**

If I could go anywhere today, I would go to

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Let Recess Stay

A

Let's take a vote! If you agree to less playtime during the school day and more learning time, say, "yes".

B

I didn't think that you would agree to that, but some adults are trying to make that decision. They think that there should be less time for play and more time for school work and academics. I think we should take a look at why recess is a good thing to have in schools!

C

You probably spend six hours or more at school. A lot is learned during that time. I am sure that you have felt like you cannot possibly hold any more learning in your head or that it might explode. One way that this can be fixed is by having a break. Students need time away from their classwork to let their brains relax. Otherwise, they become too tired and are not able to focus.

D

Another reason for recess is because it lets students get out all of the energy that builds up from sitting in their chairs for so long. If this energy is not let go, students begin to squirm and wiggle. This can lead to classroom behavior problems. Taking a quick moment to go outside and run around will take care of that issue.

E

Playing and running around is good exercise, but another good reason for having recess is that it allows students to have better social skills. This means that you learn to talk things out with other kids if there is a problem. You also learn to work together and follow rules to games. Being in the classroom all day takes away many of these important lessons.

F

I say let recess stay!



1. Do you think the author wrote this text mostly to:

(choose one)

- ☐ EXPLAIN something
- ☐ DESCRIBE something
- ☐ ANSWER a question



Color the sentences in the text in which the author is trying to explain something.



Color the sentences in the text in which the author is trying to describe something.



Color the sentences in the text in which the author is answering a question.

5. What is the main purpose of this text? What is the author trying to EXPLAIN, DESCRIBE, or ANSWER?

Complete Sentences	Cite the Evidence	Restate the Question
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6. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

D. \_\_\_\_\_

7. Underline three important words in the text.

8. Summarize the author's reasons for believing that recess should be a part of the school day.

Complete Sentences	Cite the Evidence	Restate the Question
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## CAUSE AND EFFECT

**CAUSE:** An event that happens.

**EFFECT:** An event that happens after the cause.

Read each sentence. Find the cause and effect.

Since it was sunny outside, Mia wore shorts.

**Cause:** \_\_\_\_\_

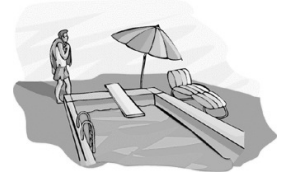
**Effect:** \_\_\_\_\_



The water in the pool was cold so we got out and sat in the sun.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



I got a blister on my foot after walking all day.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



A sunflower plant grew in my yard after I planted the seeds.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



Claudio turned off the TV when his mother told him to go outside.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_





## The Boy Who Never Told a Lie

- Anonymous

A

Once there was a little boy,  
With curly hair and pleasant eye—  
A boy who always told the truth,  
And never, never told a lie.

B

And when he trotted off to school,  
The children all about would cry,  
"There goes the curly-headed boy—  
The boy that never tells a lie."

C

And everybody loved him so,  
Because he always told the truth,  
That every day, as he grew up,  
'Twas said, "There goes the honest youth."

D

And when the people that stood near  
Would turn to ask the reason why,  
The answer would be always this:  
"Because he never tells a lie."

**Remember: An author sometimes uses regular beats or rhymes in a story to add rhythm and meaning.**

1.  Color the words in the story that rhyme with "lie".

2. Describe the pattern of rhyming in this poem.

3. Why do you think the author chose to use this pattern of rhyming in this poem?

4. Write 1-3 words that sum up the topics of the following stanzas:

A. \_\_\_\_\_ D. \_\_\_\_\_

5. Underline three important words in the text.

6. Summarize this poem.

Complete Sentences	Cite the Evidence	Restate the Question
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## PROPER NOUNS

Read the words in each box.

Circle the word or phrase in each box that is a proper noun and needs a capital letter.

Hint: Names of people, products names, and proper names of places are all proper nouns

nintendo doll car	map maria marbles	beach california sand
susie surfboard saltwater	disneyland waterpark slide	lemonade driving spring street
chipmunk simon singing	pepsi water ice cube	miss swanson teacher vacation

Write a sentence that includes two proper nouns:

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## Designed to Survive

A

Have you ever seen a cactus before? They look funny with their glossy green skin and spiky needles, but these cacti are built to survive. The key to life for any living thing is water. Cacti live in very dry areas that do not have much rain. They are able to survive because they have a few helpful survival traits.

B

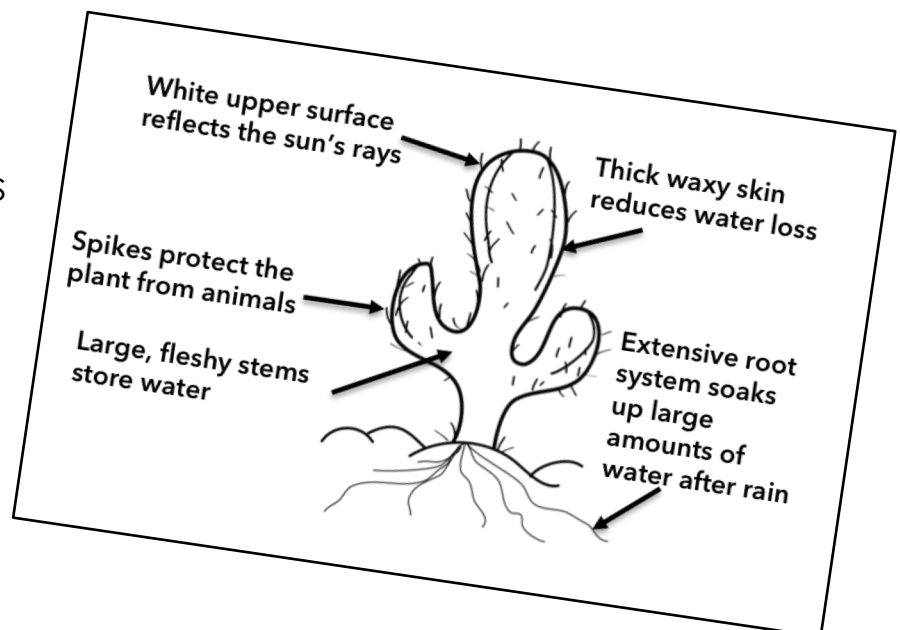
The first thing that you might notice about cacti plants is that they have spiky needles all over. There are two reasons for this. The first reason is to protect themselves from animals. Some animals, like the desert fox, eat the cactus for food and to get the water inside. The spikes sometimes scare animals away from eating it. The second reason for the spikes is to help funnel rainwater down to the bottom of the cactus. This is so that the roots can drink the water.

C

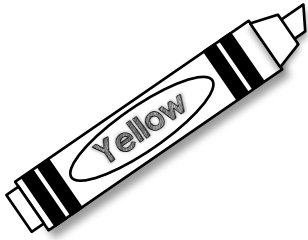
A cactus has a waxy outside skin. This helps keep the water stuck inside. Other plants do not have this special skin. These plants lose water. It is a lot like when you or I sweat. Water sneaks through the skin and escapes into the air. Most plants lose water this way. The waxy skin helps the cactus not lose so much water. It is kind of like a water balloon! Remember, every drop counts in this environment!

D

Another way that cacti survive is by their root system. Their roots do not reach deep into the ground like other plants. Instead, they spread out just below the surface, or the top of the ground. This helps them soak up the water as soon as it gets into the soil. A cactus grows more roots during the rainy season. This helps it collect more rain. However, in the dry season, these extra roots dry up and break off. They break off so that the cactus can keep as much water as it can. A cactus was made to survive dry weather!



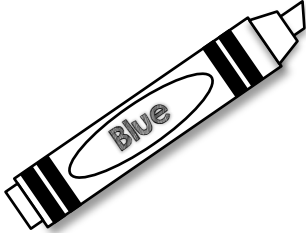
1.



Color a sentence in the text that explains why cacti have waxy skin.

Now color the part of the diagram that explains why cacti have waxy skin.

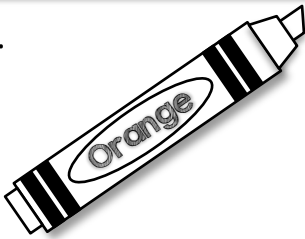
2.



Color a sentence in the text that explains how the root system of a cactus helps it survive.

Now color the part of the diagram that explains how the root system of a cactus helps it survive.

3.



Color a sentence in the text that explains how the spiky needles help a cactus survive.

Now color the part of the diagram that explains how the spiky needles help it survive.

4. How does the diagram help the reader understand the text?

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5. What is one thing the diagram shows or explains that is not explained in the text?

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6. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ D. \_\_\_\_\_

7. Summarize what you know about how cacti survive dry weather.

Complete Sentences	Cite the Evidence	Restate the Question
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[illegible]



## Let's Ride!

A

Cindy and Ian were friends. They rode bikes together after school. Ian had a short bike with wide tires. Cindy's bike had thin tires and gears.

B

Cindy asked Ian why his bike had fat tires, and Ian said, "I need wide tires to climb and jump hills." Cindy saw Ian jump hills, and she knew what he meant. Ian's bike was made for bumpy roads, and he loved to ride in the field and in the forest.

C

Cindy rode on the street. She stood by the side of the road and watched Ian ride in the dirt. He had fun sliding his tires as dust swirled around. When he stopped, dust landed all over him.

D

Cindy grinned and said, "Your shirt is dusty, Ian. You need to wash it now."

E

Ian said, "I love being muddy, and I am only washing off if my mom makes me!" They both laughed hard that time.

F

Ian raced his bike on Saturday. He rode up and down on the track with other riders. He jumped his bike over hills and slid around corners. He had to ride better than anyone else to win the race. Ian asked Cindy if she would like to go to the race. She went, of course, because she was a good friend.

G

Cindy found a good spot to watch where she was close to the track and could see Ian in line. The horn blew, and the race began. Ian slid around a muddy corner, jumped over a hill, and spun his tires. He rode his bike faster and faster. What a race!

H

Ian was winning! He passed the finish line with a short lead. A flagman waved a red flag to signal the finish. It was a close race! The other rider slowed down near the end, and Ian was faster. Everyone cheered for Ian.

I

Ian was given a blue ribbon that day, and he let Cindy wear his ribbon home because they were good friends.

1. Describe how Cindy and Ian have different points of view or personalities in this story.

**Cindy**

**Ian**

2. What are three words you would use to describe Cindy?

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3.  Color the words or sentences that give you clues about Cindy's point of view or personality.

4. What are three words you would use to describe Ian?

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5.  Color the words or sentences that give you clues about Ian's point of view or personality.

6. Underline three important words in the text.

7. Summarize this story.

Complete Sentences	Cite the Evidence	Restate the Question
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## SENTENCE OR FRAGMENT?

Circle the COMPLETE sentences.

Cross out the incomplete sentence FRAGMENTS.

**HINT:** There are FIVE complete sentences and SEVEN fragments.

<b>The kitten is playing.</b>	<b>At the swimming pool.</b>	<b>On the white porch.</b>
<b>Kyle turned off the TV.</b>	<b>Do you like waterslides?</b>	<b>Drippy ice cream.</b>
<b>Fran's favorite shoes.</b>	<b>Fran's shoes are on the porch.</b>	<b>The huge red beach ball.</b>
<b>Do you have shorts?</b>	<b>Outside by the big barn.</b>	<b>Laughing and playing at the beach.</b>

## The Value of a Tree

A

Imagine that it is a hot sunny day. Where do you go to find some relief? Underneath a big shady tree would work!

B

Trees are very important to us, but they are being cut down very, very quickly. If you have been in a big city, you will notice that you see very few trees. The areas that were once forests have been cleared, and homes have been built. Shops, grocery stores, and business buildings are taking over these spaces. Should we worry? The answer is yes! Trees are critical and very important.

C

We know that trees provide us shade on hot days, but trees provide animals with something more than shade. Many animals live in, on, or around these trees. This is called a habitat. They may make nests in the branches, live under the bark, or even live inside the trunks of trees. Trees provide them with food to eat and protection from other animals.

D


Animals aren't the only ones that get their food from trees. If you have ever eaten a banana, apple, orange, lemon, or lime, then you have eaten fruit from a tree. Did you know that trees give us some of the air that we breathe? The leaves take in the old air we breathe out, called carbon dioxide. Then they give us clean air to breathe in, called oxygen.

E

Trees also provide a lot of fun. You have probably climbed a tree before to see what a bird sees. You may have had to rescue a runaway kite. Maybe your family and friends have tried to knock candy out of a piñata hanging from one of the branches. There are many ways we can enjoy them.

F


It is time we realize the value of trees!

1.  Color a reason the author gives to support the point that trees are important.

Describe how this reason supports the point the author is trying to make.

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2.  Color a reason the author gives to support the point that trees are important.

Describe how this reason supports the point the author is trying to make.

---

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3.  Color a reason the author gives to support the point that trees are important.

Describe how this reason supports the point the author is trying to make.

---

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4. Write ONE word to summarize each of the following paragraphs:

B. \_\_\_\_\_ C. \_\_\_\_\_

D. \_\_\_\_\_ F. \_\_\_\_\_

5. Underline three words in the text that show why trees are important.

6. Summarize what you know about why trees are important.

Complete Sentences	Cite the Evidence	Restate the Question
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## ADJECTIVE SEARCH!

Choose a book and find 14 different adjectives (describing words). Write the adjectives in the space below.

Book Title:

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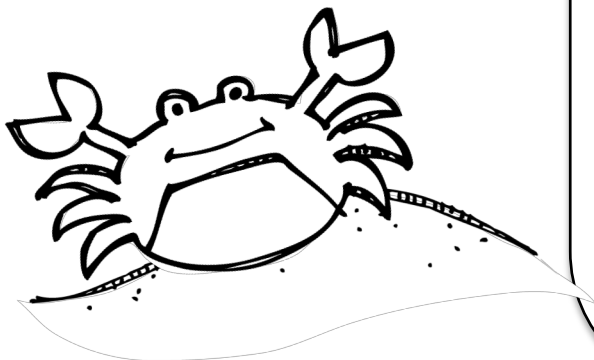
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Author:

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

WE ARE ALL  
IN THIS  
TOGETHER!

*Alyssa*  
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